



SECTION 48

SELF EVALUATION FORM

SECONDARY

Name of School	
School No.	
Name of Headteacher	
Name of Head of RE	
Date of Completion of S48 SEF	

Updated September 2007

INTRODUCTION

This self-evaluation form is primarily designed to:

- assist you in your own self-evaluation of Religious Education and the Catholic life of your school;
- be used as the basis of the inspection of your school.

The form is in two parts:

Part A: SELF-EVALUATION

Part B: FACTUAL INFORMATION ABOUT YOUR SCHOOL AS A CATHOLIC SCHOOL (Form RE1)

GUIDANCE ON COMPLETION

When to complete the form

- The self-evaluation form is a summative document, intended to record the outcomes of your ongoing process of rigorous self-evaluation.
- There is no fixed time in the year when it should be completed. It is usually best done to fit in with your normal cycle of review and planning, **but it should be completed at least annually.**

Who and what the form is for

The Section 48 SEF is intended to record the outcomes of your self-evaluation. As such, it should be an accurate diagnostic document with all conclusions fully supported by the evidence. It should indicate key strengths and weaknesses, and what needs to be tackled to effect improvement. Inspectors will make considerable use of the SEF when discussing their arrangements for inspection. The impact of your self-evaluation in helping to bring about improvement will be a major factor in their judgements about the effectiveness of your leadership and management and your capacity to improve in the future. **Where appropriate, you may include information from the Ofsted SEF, but it is likely that this document will be available to inspectors.**

How to fill the form in

Part A, the evaluative section, is laid out in sections that are linked to, but not identical with, the headings of the evaluation schedule in the diocesan framework for the inspection of schools.

Reference is made in Section A to the ***Guidance for Inspectors of Catholic Schools***. This guidance relates to the use of the evaluation schedule, which contains advice on how to pitch judgements about the quality of provision and its outcomes. In addition, you can refer to the guidance on self-evaluation published by Ofsted and the Department for Education and Skills, *A New Relationship with Schools: Improving Performance through School Self-Evaluation*. This document is available on Ofsted's website.

Each section of the Section 48 SEF asks you to grade aspects of your work on a four-point scale, as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Unsatisfactory

It is most important that you complete this form rigorously and objectively, neither overestimating nor underestimating the quality of your provision.

When completing the text boxes in Part A you should summarise your main findings and illustrate with the evidence which led to the judgements being made, bearing in mind the specific questions written in each of the boxes. **It is not intended that you should provide large amounts of statistical data and descriptive detail.** You should use evidence selectively to support the main judgements about your performance.

If you have a special needs resource base, extended provision or other specific provision, please ensure that evidence about it is provided at suitable points within the SEF.

What are the main characteristics of your school?

In this section you may wish to include

- details on pupil's attainment in RE on entry and how you know this; their social and economic backgrounds, indicating the level of prosperity or deprivation
- your distinctive aims as a Catholic school and any special features of your school such as specialist school
- any specific contextual or other issues that act as aids or barriers to raising performance, for example: difficulties in recruiting and retaining staff, or governors; recent or impending reorganisation; mobility of learners; particularly important facts in your recent history, such as change of leadership.
- You may also wish to include the views of learners, parents/carers and other stakeholders of your school as a Catholic school, how you know their view show you ensure impartiality and what their views tell you about the quality of provision and learners standards

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PART A:

OVERALL EFFECTIVENESS

What is the effectiveness of any steps taken to promote improvement since the last inspection and as a result of your self-evaluation?

What is the capacity to make further improvement?

What steps need to be taken to improve the provision further?

How effective are links with other organisations (parish, diocese, charities, etc) to promote the Catholic life of the school?

Grade Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools.

	Outstanding	Good	Satisfactory	Unsatisfactory
Overall effectiveness				
Improvement since last inspection				
Capacity to improve				
Effectiveness of links				

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effectively are leadership and management in developing the Catholic life of the school?

- How well the governing body fulfils its role in relation to the schools catholic foundation

- How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education

- The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school

- How effectively leadership at all levels in the school promotes learners' spiritual and moral development

- How effectively the Catholic life of the school is monitored and evaluated

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- 1. Grade: Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools.**

		Outstanding	Good	Satisfactory	Unsatisfactory
Quality of Leadership and Management	Overall				

2. COLLECTIVE WORSHIP

- 2. How good is the quality of collective worship?**

- The frequency and quality of prayer and collective worship
- The provision for and quality of the liturgical life of the school
- The contribution of collective worship to the spiritual and moral development of pupils and students

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- 2. Grade: Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools.**

		Outstanding	Good	Satisfactory	Unsatisfactory
Quality of collective worship	Overall				

3. COMMUNITY COHESION

3. How effectively does the school/college promote community cohesion?

- How effectively leaders at all levels promote community cohesion
- The inclusive nature of the provision for prayer, collective worship and the liturgical life of the school
- How far religious education promotes community cohesion

3. Grade Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools.

		Outstanding	Good	Satisfactory	Unsatisfactory
Community Cohesion	Overall				

RELIGIOUS EDUCATION

4. ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION

How well do learners achieve in RE? (You may wish to comment separately on Sixth Form provision, if this is appropriate for your school).

In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information).

4a What are learners' achievement and standards in their work in RE?

- Where appropriate, the **standards** learners reach as indicated by their regular assessments, taking account of: any significant variations between groups of learners, courses and key stages; trends over time; comparisons with other subjects; whether learners reach challenging targets
- the **standards** of learners' **current work** (noting any significant differences between current work and recent results)
- learners' **progress** relative to their starting points (ref. 1a) and capabilities, with any significant variations between groups of learners (making clear whether there are any groups that are underachieving or could be doing better)
- the extent to which learners enjoy their work (comment on the effect this has on teaching and learning)
- Where relevant, comment how well learners achieve in the foundation stage

4b On the basis of your evaluation, what are your key priorities for development in relation to achievement and standards in RE?

4. Grade: Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools

		Outstanding	Good	Satisfactory	Unsatisfactory
Learners' achievement and standards in their work	Overall				
Sixth Form, if appropriate					

THE QUALITY OF PROVISION

5. How effective are teaching and learning

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Catholic Schools.

Your evaluation of the quality of provision should take account of the impact on the standards achieved and the personal development and well-being of learners.

In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.

- how well teaching meets the needs of the full range of learners and course requirements
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

6. How well does the R.E. curriculum and other activities meet the range of needs and interests of learners?

- the extent to which the curriculum matches learners' needs, aspirations and capabilities, building on prior attainment and experience

- how far the curriculum meets external requirements and is responsive to local circumstances
- the quality and arrangements for sex and relationship education
- the extent to which learners have opportunities to develop initiative and work in teams
- the extent to which enrichment activities and, where appropriate, extended services contribute to learners' enjoyment and achievement
- Where relevant comment on the quality of provision in the foundation stage

On the basis of your evaluation, what are your key priorities for development in respect of provision?

4 & 6 Grades: Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools.

		Outstanding	Good	Satisfactory	Unsatisfactory
Quality of teaching and learning	School 11-16				
	Sixth Form				
Quality of the curriculum	School 11-16				
	Sixth Form				
Quality of spiritual and moral provision	School 11-16				
	Sixth Form				

7. LEADERSHIP AND MANAGEMENT IN RELIGIOUS EDUCATION

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Catholic Schools.

Your evaluation of leadership and management should take account of their

impact in terms of the outcomes for learners and the quality of provision.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

7a What are the overall effectiveness and efficiency of leadership and management?

- how effectively leaders and managers at all levels set **clear direction** for the Catholic life of the school leading to improvement and promote high quality of integrated care and education
- how effectively religious education is led
- how effectively performance in RE is **monitored and improved** to meet challenging targets through quality assurance and self-assessment
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential (i.e. **inclusion**)
- the adequacy and suitability of staff, specialist equipment, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- how effectively links are made with parents, parishes and community to promote the Catholic life of the school
- the extent to which governors discharge their responsibilities

7b On the basis of your evaluation, what are your key priorities for development in relation to leadership and management?

7. Grade: Please enter grades. To guide judgement, please consult grade descriptions in the Guidance for Inspectors of Catholic Schools.

		Outstanding	Good	Satisfactory	Unsatisfactory
Effectiveness and efficiency of leadership and management	Overall				

PART B: FORM RE1

Name of the school	
Type	
Status	
Age Range	
Headteacher/Principal	
Address of school	
Telephone	
Fax no.	
E-mail address	
Website address	
Appropriate authority	
Chair of governing body	
Parish in which school is situated	
LEA	
DfES School number	

Number of Pupils on Roll

Years 7-11

Year	Number of Boys	Number of Girls	Number of Catholics	% of Catholics
7				
8				
9				
10				
11				
TOTAL				
Sixth Form If appropriate	Yr 12			
	Yr 13			

Staffing

	Total	No. of Catholic Staff	% of Catholic Staff
Permanent staff establishment including headteacher			

RE Teaching Staff

Teacher	Responsibility	No of years teaching	No of years in present post	(F)/(PT)	Catholic Y/N	Qualifications
Total						

(Responsibility = position in the school; F= Full Time, PT= Part Time)

Capitation Table

Subject	Previous Year	This Year
RE	£	£
English	£	£
Mathematics	£	£

RE Curriculum description

Please provide any information about how the curriculum is organised, for example about banding, setting, support/withdrawal teaching.

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Please indicate the percentage of lesson time allocated to the teaching of RE

	KS3	KS4	GENERAL SIXTH FORM RE (if appropriate)	A/AS LEVEL RE (if appropriate)
% of curriculum time allocated to RE per week/fortnight				

Guidance on completing Part A: Self-evaluation

Overall effectiveness and the capacity to improve

Questions you may like to ask yourself and include in your Section 48 SEF: These questions are not meant to be exhaustive or exclusive. For many of these questions you will need to indicate how you know the answer, where the evidence is coming from. You do not need to list all the evidence in your SEF form but you should indicate where that evidence may be found.

- Were the recommendations of the last (s23/s48) inspection incorporated into the SIP?
- Were regular reports on progress on the issues made to governors?
- Are governors involved in the process of self-evaluation and do they recognise their ultimate responsibility for it?
- Is the improvement of the Catholic life of the school central to school improvement planning?
- Do you communicate with partner primary school(s) about transfer?
- Are there links with the RE co-ordinators in feeder Catholic primary schools?
- Does the school/RE co-ordinator make use of diocesan advice and support?
- Do pupils attend retreat centres, visit places of Catholic heritage in the diocese and/or beyond?
- Does the school contribute to parish celebrations, other parish events?
- Do parish priests, deacons or catechists make any contribution to the school?
- Does the school support Catholic local, national and international charities or other charities whose ends are consistent with Catholic principles?
- Are pupils helped to understand why they should support those less well off than themselves?
- Is there a clear review process of leadership and management, teaching and learning, standards, guidance and care and any other key aim of RE?
- Do you provide regular opportunities for staff training and development in all aspects of the catholic life of the school? (The Bishops Conference recommendation is that at least one inset day a year is devoted to this) Does your induction procedure for new staff include induction to the distinctive nature and vision of a Catholic school?

Do your responses on the following issues support the view that the school has the capacity to improve its Catholic life and RE?

- Leadership of the Catholic life across the school
- Leadership of RE
- Commitment of governors to the Catholic life and to their responsibilities to RE
- Improvement planning arising from self-evaluation
- Clear priorities
- Tracking pupils' progress in RE
- Improvement since the last inspection

What are the overall effectiveness and efficiency of leadership and management?

Questions you may like to ask yourself and include in your Section 48 SEF: These questions are not meant to be exhaustive or exclusive. For many of these questions you will need to indicate how you know the answer, where the evidence is coming from. You do not need to list all the evidence in your SEF form but you should indicate where that evidence may be found.

- How effective are the governing body in their role as critical friend with regard to the Catholic Life of the school?
- How do the governing body monitor and evaluate policies for, the prayer life of the school, relationship education, RE?
- Do governors attend training provided by the diocese?
- Does the headteacher have an objective for performance management which is related to the Catholic life of the school?
- Does the senior leadership team show clear vision, a sense of purpose and high expectation for the Catholic life and staff they lead?
- Does the senior leadership team inspire, motivate and influence staff and pupils with the mission of the school and Church?
- How do senior leaders seek they views of members of the school community?
- How do senior leaders systematically monitor and evaluate the Catholic life of the school and set priorities for improvement?
- Are the Gospel values to which the school subscribes explicitly identified and developed in all that the school does? Is the mission statement reviewed on a regular basis, understood by the school community and

reflected in the school's policies and practices?

- Is the school mission conceived overtly as part of the mission of the Church? How is this conveyed?
- Is the school inclusive in accordance with Catholic principles of all pupils being made in the image of God? How does this influence policies (e.g. Behaviour and discipline or teaching and learning)?
- Is performance management of staff in line with school procedures and systematic? Does it produce improvement for staff and pupils?
- Is there adequate provision for induction and CPD in respect of the school's Catholic mission and character?
- Do the senior leadership team attend training provided by the diocese on the distinctive nature of the Catholic School?
- Are training, follow-up and outcomes monitored and evaluated?
- Is provision for pupils' spiritual and moral development through all curriculum subjects monitored and evaluated?
- Do all staff see themselves as responsible for the Catholic life of the school, irrespective of their curriculum area, and how does this show itself?
- How are parents kept informed of the mission of the school, programmes of study in RE, standards, expectations, progress, relationship guidance etc? How do you measure the effectiveness of your complaints procedure?
- How are parents encouraged to be part of the community?
- How does the school develop its links with the parishes, the diocese and the wider catholic community? Does it provide a resource for the local Catholic community?
- How does the school contribute to the Common Good?
- How is staff morale maintained?
- Is Religious Education treated as a priority within the curriculum? Are the Bishops' Conference requirements for RE fulfilled? Is there sufficient staffing in place to support the RE curriculum and meet the needs of pupils? Are there sufficient resources in place to support the delivery of the RE curriculum? Is RE treated as a priority on the timetable? How do you monitor and evaluate standards and progress in RE?

Collective Worship

Questions you may like to ask yourself and include in your Section 48 SEF: These questions are not meant to be exhaustive or exclusive. For many of these questions you will need to indicate how you know the answer, where the evidence is coming from. You do not need to list all the evidence in your SEF form but you should indicate where that evidence may be found.

- Is there a liturgy/worship committee in the school to plan and organise Collective Worship? If so, do staff from all areas of the curriculum contribute to it? Does it involve pupils? Do pupils have an opportunity to plan and take ownership of acts of worship?
- Is chaplaincy sufficiently resourced and developed? Is this seen as a priority area at the school?
- Is there a policy for Prayer and Collective Worship? How is this evaluated?
- Does the prayer life of the school take account of the age, understanding, culture and faith development of the pupils within the school?
- Are there both formal and informal opportunities for prayer and worship?
- What inset provision is provided to help staff develop their ability to lead acts of worship and prayer within school?
- What opportunities are there for pupils to celebrate and grow in their understanding of the sacramental life of the church?
- How is the liturgical life of the church reflected in prayer and worship?
- Do pupils participate in saying prayers in assembly/tutor groups/ RE lessons?
- Do acts of worship express and nurture the school ethos, community spirit, shared values?
- Do acts of worship develop pupils' spirituality/moral sense? How is this evaluated?
- Is there appropriate and creative use of scripture, music, drama, dance, focal points etc for prayer?
- How are the parents involved in the prayer life of the school?
- How is the local church involved in the prayer life of the school? How are links fostered?
- Are all statutory and legal requirements fulfilled? Are the requirements of the Bishops' Conference fulfilled?

Community Cohesion

Questions you may like to ask yourself and include in your Section 48 SEF: These questions are not meant to be exhaustive or exclusive. For many of these questions you will need to indicate how you know the answer, where the evidence is coming from. You do not need to list all the evidence in your SEF form but you should indicate where that evidence may be found.

Overall

- Is the school a community with a shared set of coherent values?
- Is the school a welcoming community in all aspects of its daily life?

Governors

- Do the governors monitor the school's commitment to community cohesion?
- Does the headteacher's report to governors include some evaluation of the school's contribution to developing community cohesion both within and beyond the school?
- Does the composition of the governing body reflect, as far as possible, the ethnic diversity of the school community?

Staff and Pupils

- Does staff induction give full attention to the nature of the school as a Catholic community and the implications of this for their role in the community and the Common Good?
- Are pupils taught to see the school as a community in which all are equal because we are all made in the image of God?
- Are all members of the community committed to its values?
- How are those of different ethnic groups, religious commitment, and no faith, valued and seen as contributing to the community?
- Do pupils have a proper sense of their relationship as individuals to the school and wider community? How do you know?
- Do pupils of different groups achieve equally? If not, what strategies are in place to raise achievement?

- Does the school recognise the different needs of children who are Catholic and those whose parents have chosen a Catholic education though not baptised?
- Do teachers organise their classes so that all pupils have an opportunity to work together?
- Do pupils' friendship bonds cross cultural / faith / social / economic boundaries?

Catholic Values

- What evidence is there of service to the common good within and beyond the school?
- How does the school manifest its commitment to justice and peace both within the school and the wider community?

Parents and Local Community

- What efforts does the school make to consult and to draw all parents, including those from minority backgrounds, into the life of the school?
- What involvement does the school have with neighbourhood and other local activities? How does it actively seek to promote the good of all?

Parish Links

- What does the school do in collaboration with the parish(es) it serves?

Curriculum Provision

- How does the school's moral code promote cohesion within the community?
- Do subjects including RE adapt their schemes of work to promote understanding of the beliefs, values and spiritual underpinning of different cultures within the school and local communities? Does the RE curriculum promote an understanding of the search for truth that exists within other faiths and denominations. Does it recognise that the Second Vatican Council says clearly that the Church "rejects nothing which is true and holy in these religions."¹ And that as a witness to Christian faith and life, Christians are called upon to "acknowledge, preserve and promote the spiritual and moral goods" found amongst people of Other Faiths."²
- Do prayer and worship take account of the diversity of the pupils' backgrounds and religious commitments?
- How are children and adults in the school community who are not Catholic included and made to feel welcome in the liturgical life of the school?

¹ *Decree on the Relation of the Church to non-Christian Religions, (Nostra Aetate) 1965,*

² *Ibid no1*

Does the school take seriously the requirements of the document “The Catholic School and Other Faiths”?

- Does the school provide opportunities for visitors from different cultural or faith backgrounds to talk to pupils or for pupils to visit places of worship of other faiths or Christian denominations?
- Do the pupils show respect for other cultures and religions?

Relationships

- Does respect feature in all relationships within the school?

Religious Education

Questions you may like to ask yourself and include in your Section 48 SEF: These questions are not meant to be exhaustive or exclusive. For many of these questions you will need to indicate how you know the answer, where the evidence is coming from. You do not need to list all the evidence in your SEF form but you should indicate where that evidence may be found.

What are learners’ achievement and standards in their work in RE?

- What are the standards in RE on entry to the school?
- What are the standards reached in RE? How do you know?
- Do you collect portfolios of pupils work in order to standardise assessments?
- Is attainment in RE in line with expectations and with literacy in your school?
- Are there individual pupils or groups of pupils who are achieving less well in RE?
- What range of evidence is being used to monitor pupils’ progress in RE?
- What does analysis of assessment information tell you about pupils’ learning in RE? Are any strengths or weaknesses revealed?
- Do reviews highlight individuals or groups achieving above or below expectations? Consider SEN, G&T, EAL, gender, ethnic community, teaching or form groups. What actions are taken to support and challenge these pupils?
- Do teaching programmes give opportunities to address all areas of weakness identified? If not, how will you address this?
- Can weakness be addressed through cross-curricular links with other areas or staff in the school?

- Do your subject meetings allow time for discussion of information on pupil outcomes and how it is used to improve progress?

How good is the quality of teaching and learning in religious education?

- Is pupils' achievement in RE high? How do you know? Book trawls? Classroom observations? Assessment?
- Do pupils show engagement, enjoyment, application and concentration?
- Do pupils acquire new knowledge, skills and understanding?
- Are pupils able to discuss and develop their own ideas informed by the teaching of the Church? Are they able to connect faith to life?
- Are pupils able to work both collaboratively and independently?
- Are there good relationships in the classroom?
- How well is pupils' progress assessed and monitored?
- Do pupils know how to improve their work in RE?
- Are lesson plans adapted to take account of assessment information?
- Do teachers have secure subject knowledge and understanding?
- Are they able to make this accessible to pupils?
- Do lessons have clear learning objectives and use a wide range of teaching strategies to address the needs of learners?
- Is classroom management consistently good with well established routines?
- How effective is the use made of teaching assistants, if appropriate?
- Do pupils understand what is required of them, how well they are doing and how they can improve? How are they informed?
- Do lesson plans indicate how pupils' spiritual and moral development may be fostered?
- Do teachers recognise in their teaching that RE contributes significantly to catechesis? What evidence do you have of this?

How well do the curriculum and other activities meet the range of needs and interests of learners?

- Are activities and demands matched to pupils' needs?
- What procedures for primary liaison are in place to support the transfer of information about both the curriculum studied in RE and the standards achieved by pupils?

- Does RE receive 10% of curriculum time as advocated by the Bishops' Conference?
- Is teaching stimulating and challenging for all pupils? How do you know? Observations? Pupil questionnaires? Standards? etc
- Are a variety of teaching methods used? How do you know? Observations? Pupil questionnaires? etc
- Are lessons appropriately differentiated to address the full ability range in RE?
- Are there opportunities to enrich the curriculum by bringing in expertise and experience from outside the school? What specific activities have you organised in RE?
- What arrangements are in place within your school to ensure that sex and relationship education is properly co-ordinated, relevant to the lives of the pupils, and in line with the teaching of the Church?
- How do you collaborate with support assistants and other professionals?
- Are teaching assistants effectively deployed to support learning?
- Are teaching assistants well co-ordinated and involved in lessons?
- In your area of responsibility how do you support the most vulnerable pupils? Do you know which learners are looked-after children?
- Are there clear lines of communication within the department?

Leadership and management within RE

- Do you show clear vision, a sense of purpose and high expectation in RE and for the staff you lead? Are you fully informed of all current thinking on the development and teaching of RE?
- Do you take part in diocesan and other inset for the teaching of RE?
- Do you inspire, motivate and influence staff and pupils with your vision of the subject and its role in religious education, catechesis and evangelisation?
- Have you identified how RE contributes to pupils' moral and spiritual development?
- Do you contribute effectively to school transfer of pupils from one year to another to ensure strong continuity of learning and support in RE?
- Is there sufficient staffing in place to support the RE curriculum and meet pupils' learning needs?
- Do you hold regular team meetings?
- How do you foster collaborative approaches in the subject?

- Do you systematically review progress in RE against a range of evidence and set priorities for improvement?
- Do you and your team monitor qualitative and quantitative performance data, review patterns and take appropriate action? What use are you making of the levels of attainment in RE?
- Do the strategies in place for assessment and evaluation help the pupils become independent learners?
- Are the priorities in RE set within whole-school priorities and the school improvement plan?
- Do your policies and practices support inclusiveness, where individuals matter?
- Do you provide a good role model for other staff and pupils?
- On the basis of your evaluation what are your key priorities for development in respect of provision, achievement and standards? (you may wish to consider assessment/monitoring, evaluation, portfolios, INSET, teaching and learning strategies, resources and time allocation.)